

School Activities



Lowering of the Flag at Girls' State—Camp Robinson, Little Rock, Arkansas



Art Club Sketching—Hinsdale Township High School, Hinsdale, Illinois

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School Activities

HARRY C. MCKOWN, *Editor*

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As the Editor Sees It



"We don't see basketball players any more, only tall boys in suits." This has been the theme of quite a number of recent newspaper and magazine articles.

"All he has is height." Yes, and all the actor has is dramatic ability, all the singer has is a voice, all the cheerleader has is personality, etc., etc. The tall boy's ability to out-reach, out-jump, and out-tip the shorter one represents his special talent. We are not worried about tall players "killing" the game of basketball.

BUT, we ARE worried over the damage being caused by the coaches' "strategy" of having their teams stall for minutes on end. If some admission-paying spectator would bring suit against the school's athletic department for a proportionate return of his fee—based upon the time when the teams were NOT playing—we believe he would collect. Personally, we'd like to see this suit entered.

Time to begin to make plans for next spring's commencement schedule. And, in a few schools, time to recognize the unfavorable publicity a "students-stay-out-all-night-following-graduation-program" (or senior party or other event) story brings. And, in some schools, time to forestall the town wag aptly calling the graduation program "a grandiloquent burlesque of blah." Whose responsibility? You guess!

"Our pre-college physical education is worthless. . . . We aren't in the same class with Russia when it comes to body-building sports." So said one of the nation's top gymnastic coaches following the recent Olympics—in which Russia (in gymnastics) won eleven gold medals and 110 team points while the United States did not win a single point.

Well, we don't agree with either opinion. The successful or unsuccessful efforts of a few highly specialized adult performers hardly represent sound evaluative criteria for a program which benefits—socially, mentally, and spiritually, as well as physically—hundreds of thousands of boys and girls.

Certainly the main emphasis of a physical education program should never be upon the preparation of Olympic, or any other, athletes.

Following the suggestion made at the Toledo meeting of The National Association of Student Councils, a two-and-a-half-day Workshop on Safety was held in Washington late in September. In addition to representatives of the NEA Commission on Safety Education, this Workshop was attended by 24 state student council association executive secretaries and students, representing 17 states.

Recommendations were made for both state level and local level. For the latter, it was recommended that each council: (1) adopt safety education as a major project; and (2) appoint a standing committee on safety education (composed of members from the faculty, administration, and student body) with a student council member or officer as chairman.

This is all to the good. However, as we have stated before, although safety may well be one of the goals of the student council, it should not be the ONLY one.

If there is anything sillier or more impossible than naming the "best dressed" man or woman of the nation, it is selecting a conference or state "all star" athletic team. But, of course, it does provide sports writers with subjects for discussion, both pro and con—mostly con.

(Our face is a bit red! Due to an oversight, only one-half of a January editorial was printed. This half, by itself, looked pretty lonesome and senseless. So we'll try again.)

Increasingly, due to their promotion by professional booking agencies, "outside" literary, dramatic, scientific, and other programs are becoming available for school assemblies. Although most or all of these represent high-class purposes, materials, and presentation, they should not be allowed to crowd out the "inside" assembly programs. Excellent potentialities for these "inside" programs are to be found in the student body and faculty of every school, and properly discovered and capitalized, these represent well worth-while educational presentations.

Developing and staging an "inside" program may take a little more work than signing a contract with an outsider, but, too, it may often be well worth the extra effort.

Extraclass or extracurricular activity groups offer opportunity for exceptional students to challenge their interests, their talents, their many accomplishments.

Developing Potentialities in the Extraclass Activities

THE FOLLOWING DESCRIBED EXTRACURRICULAR COURSE in elementary physics and chemistry was organized and initiated at Hamilton Junior High School, Seattle, Washington. Louisa Crook, Director of Science Education for Seattle Public Schools, worked with the two junior high science teachers in an advisory capacity until the project was completed.

While it would be unfair and unwarranted to say that science is the most vital field of study to-



Making Oxygen Gas

day, it should be recognized that this area offers tangible and satisfying rewards for qualified youth. In the past century our nation has seen a tremendous increase in the momentum of technology.

More and more young

people of high ability are needed to carry out and develop plans for human progress. Until recently we have been content to use the few scattered scientists who have, by hard work and good fortune, graduated from colleges and univer-

ROBERT L. GANTERT

and

DALE HUNTER

*Alexander Hamilton Junior High School
Seattle 3, Washington*

sities. Now we must plant the seed of interest early to reap an adequate harvest in time.

Junior High School students are capable of cultivating an active interest and of also promoting this interest by inspiration and mature thought. This is our conviction and without it a program of the following type would be worse than useless.

The crying need for encouraging young potential scientists to develop their aptitudes in the field of physics and chemistry acted as the primary incentive for our project. It is hoped that in some small way this brief introductory course might have struck an active chord in the young minds of the twenty exceptional pupils engaged in this experimental project.

The class or club was limited to the top twenty ninth grade science pupils at Hamilton. The selection of these pupils was based largely upon their past academic record in junior high school science. The length of the course was five sessions of one and one-half hours each held one day a week after school hours.

The fifth and final session was an organized class visitation to the physics and chemistry laboratories at the University of Washington. Here the twenty pupils of the experimental group had an opportunity to observe laboratory classes in session.

Various pieces of scientific equipment were shown and explained to the group by the college instructor. Professors of the Mechanical and Civil Engineering Departments also demonstrated many unique devices used in their higher education groups.

The trip was designed to show the pupils what they themselves might use and study at some time in the future. A ten-minute explanation of the over-all operation of the huge cyclotron was given

Our Cover

The upper picture shows the girls, Arkansas Girls' State, at attention, during the lowering of the flag at dusk. Some 500 high school girls, seniors to be, spent a week at Girls' State last summer at Camp Robinson, Little Rock. This is a wonderful experience for the girls and similar meetings are held in each of the other forty-eight states. The training is extensive, enlightening and practical. See article on page 175.

The lower picture shows a group of art students, members of the art club, sketching a selected live model. This is one of the many activities offered in the Hinsdale Township High School, Hinsdale, Illinois. Activities are varied and quite popular in this high school. See article on F.T.A. Club by Naidene Goy in the April, 1956, issue of SCHOOL ACTIVITIES. The same author has an article on an orientation program for newcomers to the school in the January, 1956, issue.

by a guide, who then conducted the class on a tour of the impressive cyclotron building.

Glass-blowing shop, the audiometric research, and mass-spectrography exhibits were also included in the tour. The visitation lasted far beyond the time originally scheduled. However, the great interest of the group in the physical science equipment displayed, together with the questions asked, was a reward in itself.

Now to a brief survey of the initial introductory extracurricular course at Hamilton. The four sessions prior to the forementioned visitation revolved around forty illustrated card experiments which were to be completed by the twenty students during the four sessions. When a pair of pupils had completed any of these experiments, their results were observed and conclusions checked for accuracy.

Ten of these card experiments were displayed, together with the scientific equipment needed for their working, for a week before each scheduled class session. The school's showcases were reserved for this purpose. The individual experiments varied in their complexity and all included in their demonstration a basic principle of physics or chemistry.

The members of the group worked in pairs similar to the laboratory procedure used in most high schools. When the instructor and pupils were satisfied with the conclusion and results of the experiment, the team could then move on to another experiment and so on until all ten experiments had been completed.

The idea of the course was one of merely introducing to the pupil the practical application of high school science principles in following through an experiment to a definite conclusion. There were no tests, grades, or homework connected with the course. The role of the instructors was reduced to that of a supervisory status.

The pupils did all the laboratory work themselves while the two instructors merely circulated

around the room answering questions and lending a helping hand whenever desired. Each card experiment contained a complete listing of the *Problem, Materials, Procedure, Results, and Conclusions*. All the pupils had to do was to perform the illustrated experi-

ments and trust that his or her conclusions agreed with the listed proven results, etc.

As was to be expected, even among the better pupils, several accidents occurred during class procedures. One of the girls received a bad burn from spilled hydrochloric acid, another became ill from inhaling too much chlorine gas, and the top of one of the laboratory tables was badly scarred from a chemical reaction which went out of control. However, none of these mishaps were of a serious nature.

We neglected to mention that during the first week of school in early September, we displayed a total of thirty-seven simple "Do It Yourself" experiments for the general student body to fool around with at home. These simple experiments did not involve the use of any real scientific equipment and extra credit was given by the various science teachers for satisfactory completion of the more difficult ones in class.

Thus, we tried not to neglect the average pupil who was not selected for the special class. The local newspaper gave our venture publicity and the Seattle Public School Administrative Center compiled and distributed mimeographed copies of the experiments we used to all the other junior high school science departments in the city.

Complete mimeographed copies of both the "Do It Yourself" as well as the forty experiments used in the introductory course may be obtained by writing to either Alexander Hamilton Science Department or Louisa Crook, 815 Fourth Avenue, North, Seattle School Administration, Seattle 9, Washington.

If your junior high school science department is a poorly equipped one, you could either borrow the needed materials from your high school science department or vary the experiments to meet your own physical setup. In any case, the primary objective, regardless of the degree of magnitude, still remains to aid in every possible way to find an answer to the desperate question of: "Where Are Our Young Scientists?"

It is hoped that some of you really fine junior high science teachers will take our neophyte offering and build it up to worthwhile proportions. With this concluding thought in mind, may we expect your valued suggestions and assistance in this undertaking?

AUTHOR'S NOTE: A similar project is at present underway at Roskrue Junior High School, Tucson, Arizona. However, due to limited facilities a final report is still pending. Principal Frank Ott of Roskrue has written the author that their science department is using materials we forwarded to them. In view of their effort and pending results, we trust a word of recognition to Roskrue be included in this survey report.



Results are Displayed

It is an exquisite activity club that will provide participation; enjoyment; mental, physical, and spiritual growth — for every individual student enrolled.

Room for All in a Physical Education Club

ONE OF THE MAIN OBJECTIVES of the school is to help pupils develop the skills, habits, attitudes, and knowledges which will make the leisure hours satisfying and constructive.¹

The Iola, Kansas, Junior High School for many years has had a girls' athletic association which at one time, no doubt, served the purpose for which it was organized. The writer suggests a rejuvenated program better suited to the present needs of the girls. They are eager to participate, the teacher is willing to supervise, and the administration is very agreeable to changes which benefit the pupils, teachers, and community.

Organization. In order to organize a club, there must first be a set of objectives—the reasons for the existence of the organization. The activity must be of value in order to justify its being in the club system. The following will be the objectives:

1. To promote sportsmanship and safety in all activities.
2. To give pleasure in the actual participation in activities on a voluntary basis.
3. To provide opportunity for those who excel to improve through proper guidance.
4. For those who do not excel to have an opportunity to participate more on their own level.
5. To afford leadership and followership training and practice.
6. To provide group participation for girls too shy to ask others to join them.
7. To provide added time for those girls who desire more activity than is possible within class time.
8. To provide social experience for all girls—stressing proper feminine actions.
9. To provide an opportunity for all girls—regardless of race, color, or any other class distinction—to enjoy belonging to a group.

With these objectives in mind, the actual reorganization of the club may be started. Normally, the first step would be to determine whether or not the pupils are interested. In this case, there is no question as the interest seems exceptional, even under the previous plan.

The next step is to publicize the time and place of the first meeting. This may be done by means of home room announcements, school paper, bulletin boards, assemblies, and other media of the school. It must be very clear that *all* girls are invited and there are no entrance require-

BONNIE JEAN KIRBY
Department of Physical Education
Iola Junior High School
Iola, Kansas

ments such as scholarship or dues.

At the first meeting, there will be a short introductory "get together" whereby the girls get to know at least a few new friends. The girls can be thinking of a name for the new club to be decided at a future meeting. It may be a "fun club," a "recreation club," a "leisure-activities club," or any of a number of similar titles. No longer is it strictly an athletic club, as it is not for so-called "athletes," but for anyone who enjoys recreation and group participation.

Also, the girls may be concentrating on those who will make the most efficient officers for their group. There will be four officers including the president, vice-president, secretary, and treasurer.

The president shall preside at all meetings of the group, meet with all the committees, and take charge at any time during the absence of the teacher.

The vice-president shall take over the duties of the president in her absence, take responsibility for publicity and announcements, and act as social chairman of the club.

The secretary shall record attendance and keep an accurate account of the point system. She shall have two assistants, one from each grade, to record points in their own respective grades. The treasurer shall collect any moneys, present all bills of the club to the sponsor, and make financial reports.

Any necessary committees, such as social and assembly committees, will be named when the need arises and will remain intact until their specific job is completed.

Program. The program of the organization should be arranged to provide a wide variety of activities to stimulate the interest of each member. Lenore M. Foehrenbach gave two classifications of pupil interest in athletic groups—those offering athletic satisfactions and those containing social satisfactions.² These interests must be

taken into consideration when planning a new program.

Many recreational skills and habits are lost during the transition of the student from school life to after-school life. The trend is to utilize more fully the resources of the community in the education of democratic citizens, and to offer a practical way of eliminating the gap which usually exists between the program of physical education and recreation in school and that carried out in adult society.¹ This trend should be realized in planning the program for the girls.

The major content of a program of this type, with changes as desired by the group, will be as follows:

1. A sufficient number of business meetings to provide the club function of student leadership.
2. Provision of a well-rounded program of seasonal sports, dances, recreational sports, social events, and special events.
3. The main interest to participate actively in sports.
4. A sports library including rule books, texts, guides, and sports periodicals for use of club members.
5. Co-recreational afternoons or evenings with boys as invited guests to participate in activities.
6. Tournaments with as little elimination as possible to provide more actual activity.
7. Provision for off-campus sports such as golf, roller skating, bowling, camping, hikes, picnics, and cook-outs.
8. Playdays and sportdays providing the girls a chance to meet girls of other schools without interschool competition.
9. Special events such as demonstrations for assemblies and exhibitions for the community.

Regulations. In every group organization there is a need for certain regulations in order to afford equal opportunity for all. The following regulations shall apply in this club:

1. Girls will compete in competitive sports within their own age groups.
2. Ninth grade girls will act as officials in all sports except on their own level. Then, sophomore girls will be invited to officiate.
3. Eighth grade girls will act as official scorekeepers for all activities.
4. Seventh grade girls will act as official timers for all sports.
5. Regulation girls' rules will be used in all sports.
6. Participation is voluntary and has no effect upon the physical education grade of the pupil.
7. Captains will be chosen for leadership ability and qualities.

Finance. This type of club demands only a limited amount of financial aid as equipment, place, and time are furnished by the school. If possible, some of the special-events nights may be

used for money-making projects—providing the events are of value to the group involved.

Perhaps short exhibitions of club activities could be given between halves of varsity games as added entertainment and a portion of the gate receipts could be turned over to the club. These are merely suggestions, and the problem of finance will have to be worked out in an agreeable fashion with the administration of the school.

Awards. It is the opinion of the present writer that inexpensive awards encourage participation and serve as a keepsake in memory of enjoyable club activities and days of participation with lifelong friends. A point system was worked out and an honest attempt was made to provide for points for every type of girl and at every level of activity. The system follows:

| | |
|----------------------------|----|
| President | 5 |
| Vice-president | 3 |
| Secretary | 5 |
| Treasurer | 5 |
| Assistant to secretary | 3 |
| Official | 3 |
| Scorer | 3 |
| Timer | 3 |
| Member of Committee | 3 |
| Member of losing team | 3 |
| Member of winning team | 5 |
| Captain of team | 3 |
| Basket girl | 1 |
| Public performance | 5 |
| Champion of tournament | 5 |
| Second place in tournament | 3 |
| Equipment girl | 1 |
| Unexcused absence | -1 |
| Tardiness | -1 |
| Unsportsmanlike conduct | -3 |

The thirty junior high school girls with the highest total number of points at the end of the year will receive the following awards: first-year award will be a small felt letter I; second-year award will be the gold metal letters of the club initials to be placed on the letter; third-year award will be the numerals of the year to be placed on the letter. Each girl who makes a total of at least fifty points during the year will receive a certificate of merit.

Evaluation. In order to determine the value of this club, some evaluation will be made by pupils and sponsor. It is suggested that the forms "Pupil Opinionnaire" and "Club Evaluation by the Sponsor," as given in the book *Allied Activities in the Secondary School*, be used at the end of the year.³ Also, in evaluating the club, the visible advantages by the pupils and sponsor,

and the verbal evaluation by the administration and community will be taken into consideration.

These plans should provide a beginning for the new club. Many problems will arise and many changes will be made, but it is hoped that this will be an organization which is a definite improvement over the previous association. The girls will have freedom to run their club in a democratic manner, under proper supervision,

and this experience may help to make of them good citizens and happy individuals.

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Girls acquire much information, knowledge, training, and valuable experience during week at Girls' State—enjoy acquaintance and friendship of many others.

Girls' State Activities Are Varied

IN WHAT BETTER WAY can girls and boys who have completed a year's study in American history, climax their learning than by spending a week of actual activities relating to the government of their country. Arkansas Girls' State, as others throughout the forty-eight states, offers six and one-half days of instruction in the government of a democracy.

Arriving on Sunday afternoon some 500 girls are housed, four to a hutment at Camp Robinson, Little Rock. First instruction concerns the assessment of personal property. Here each girl must list all valuables—clothes, jewelry, money, etc. She is then given a receipt to indicate that she has registered and will be entitled to vote in all elections.

Girls' State citizens are placed in a political party, either Nationalists or Federalists, so that the two parties have approximately the same number of members.



Advancing The Colors

This makes the next step the organization of parties in each of the 18 cities. Girls are placed in nomination for each city office and voting takes place following a general assembly in which talks are given by Little Rock city officials concerning duties of city officers.

With political organization underway, girls nominate and vote on county officers and then state officers. In a presidential election year, girls name delegates to the Democratic National

JULIA McKEMIE
Hughes High School
Hughes, Arkansas

Convention and place the name of a democrat in nomination for the president of the United States.

Practical talks are given by county officials. Members of the legislature help set up the senate and the house of representatives. Officials of the attorney general's office use elected Girls' State judicial officials to hold court sessions.

Final voting is for state officials and a giant-sized blackboard is used for returns and just as many election parties are held on election night, an election party is held at Girls' State complete with talent numbers.

A beautiful inaugural ceremony is held and each girl who is elected to state office is escorted by an Arkansas state official. The parade mounts the platform and the newly elected Girls' State officers are given the oath of office by a member of the Supreme Court. The Arkansas governor makes an inaugural address. The Girls' State governor addresses her constituents.

On the last day the girls are able to visit the state capitol where each girl goes to the office to which she has been elected. Others visit boards and commissions to which they have been appointed by the governor. The great majority of girls are seated in either the house or senate. With Arkansas legislators to help them the girls introduce bills which they have written.

Many citizens return to their school to hold similar elections so that the entire school may

participate in setting up city, county, and state governments. They return to instill in their student bodies a respect for the American flag and a spirit of loyalty to the government of their country.

Arkansas Girls' State is a real life learning situation with six adult counselors (generally teachers in Arkansas' schools) for each of the six counties. It is set up so that each of the cities has at least two experienced junior counselors who have a love for the government of their country and have participated in Girls' State previously. It is an opportunity for girls to live together for a week and share common problems and experience similar activities.

Without question, Girls' State offers a learning situation, which is much more real than is a classroom learning situation, and it is a program made possible by the American Legion Auxiliary.

The Club Reporter

ERWIN F. KARNER
Milwaukee, Wisconsin

The club reporter is an important person both for the club and the school newspaper. He sees to it that the work of the club is made known to the student body, and he supplies the school newspaper with important news of the activities of part of the student body.

Such a reporter should be chosen for his interest in the club and his interest in journalism. He will need both in order to perform his job effectively. The school club or organization should not settle for anything less than the best that it can get, or else its own program will suffer during the year.

The job of the reporter is to report the news of the activities of the club members to the school newspaper. There are many varied sides to most club activities so that he must associate with as many members as possible during the time which he has. The club is not an inanimate entity. It is a living organism which is made up of human beings, and it is about these human beings that the news must be written.

School newspapers handle club news in various ways. Some have a club column in which the different clubs are given space to publicize

their activities. Others print club news as separate news stories with regular headlines. Either method has its good and bad points, but the club reporter will have to conform to the system which is prevailing in his school newspaper.

So that it will be as fresh as possible, the news should be gathered as near the deadline date of the school paper as possible. If possible, the reporter ought to look ahead to see what will be news when the paper is published and write accordingly. Perhaps the deadline for the newspaper is a week before the paper appears. In between a club activity is scheduled. This activity will have passed when the newspaper appears; the reporter's account ought to be written in the past tense!

When the reporter has the material for his story or stories collected, he is ready to write it up. If his school paper uses the column method, he should write his material in short items with the most important news placed first. He will want to get as many items as possible in the space which the newspaper gives him.

If his school paper uses the news story method, the reporter must handle his items differently. In this case, he ought to pick out the most important news and build his article around it. It will be this news which will get the headline, and it ought to be written in good news story form. At the end of the story, the reporter might attach one or two other items of interest about the club, but these items ought to be brief and to the point.

Should there be some very important news about the club, which is unusual, the reporter should call the editor's attention to it and request from him a longer story in a more prominent place in the paper. It may very well be that the matter is so important that it deserves a feature story, and the editor will order that kind of treatment.

However, whichever way the material is written up, the names are the thing. People make the news in club activities, and the readers are interested in people, some of whom they will know, of course. News items should report which new officers are elected, what important action was taken at club meetings, and by whom, what special activities the club members were engaged in in their capacity as club members, what special projects the club is promoting and who is working on them, or what social functions the club has planned and who belongs to the committees which are planning them.

School publications promote school spirit; project activities of students and faculty into the community; provide excellent training for the staff members.

The Mission of School Publicity

SCHOOL PUBLICATIONS have a highly worth-while two-fold mission. This is particularly true of secondary school publications. The two-fold mission is the building of good school spirit and the building of individuals. In thinking of the first we remember, "A house divided against itself cannot stand." The second recalls Edwin Markham's immortal words, "In vain we build the world, unless the builder also grows."

Some schools include in their publications: the regular school newspaper, news in the local town paper, and the school yearbook. The regular school newspaper may be published once a week, once each two weeks, once each month, or once each six weeks. Experience with school newspapers has caused the writer to prefer the monthly issue in the smaller schools.

The high school newspaper is the official organ of the school and as such should picture the entire school as completely and as accurately as time and space permit. Its first mission is to let the student body, faculty, and community in on everything worth-while that is being done in the school. There should be activity news which tells of the plays, debates, athletics, club meetings, assemblies, the honors won, etc. There should be class news which reports the important activities of the various classes. Above all, there should be news about the academic classroom work and news from the administrative office.

The teachers should supply inquiring reporters regularly with highlights from their departments. They should include names of students making outstanding class contributions. At this point, one might digress to add that the wide awake teacher will try to help each student prepare to make at least one such outstanding contribution during the school year. The teachers should include names of students who excel in tests and regular routine phases of work.

There should be accounts of interesting talks which the class has enjoyed. Class demonstrations and trips should be written about. Class visitors who have made interesting contributions to the work should be mentioned. It is es-

LINA M. SHIPPY
Head of School Publicity
Greenleaf High School
Greenleaf, Kansas

pecially important that regular short mention be made of the material which is being covered in the class and that clarification be made of how the learnings of the classroom are expected to contribute to the later success of the pupils.

It is very necessary that the classroom teachers help student reporters in this area so that each department can get its fair share of attention from the readers. There are those who have urged that this sort of information is not school news. Experience has proved that type of thinking in error.

Many a student has become vitally interested in a field of learning merely because he has read what the class is getting from the work and has related the importance of such learnings to his own thinking and planning for a successful future.

Parents and community members gain more respect for and give more encouragement to the school and the students when they know what is being done for the benefit of the students in the classroom. The teacher who puts off the eager student reporter with the remark, "Oh, we're not doing anything especially different. Everyone knows what this class studies. I don't have any news for you," is cutting off an avenue of promotion for her department and at the same time losing part of the respect of the reporter who came expecting some information. A high type of pupil respect stems from evidence of teacher interest in what the pupil is trying to do and sincere attempts to be helpful.

The school newspaper ought to publish worth-while student poems, prose writings, editorials, feature articles, and other student written material which is not definitely news in order to let the public know what the school is teaching students to do. The public and the students themselves are interested in reading and keeping these samples of writing which have been considered good enough to rate space in the

school newspaper.

Part of the mission of the school newspaper is to inspire and uplift. Many of the student-written editorials, poems, and articles are excellent for this. Also, it is wise to use some especially fitting quoted poems; and faculty-written poems in this area are especially useful. In the beginning the young reader reads and treasures the faculty poem or article because it has been written by someone he knows and respects. Once it has been read, the message the poem or article carries begins to find lodgment in the mind and heart of the student reader.

Students always enjoy humor and various features designed to put in print as many student names as possible. This part of the paper needs a great deal of very careful supervision to keep it wholesome. No joke or quip should ever be tolerated which would in any way hurt the feelings of a student or teacher. Neither is a joke to be tolerated, which has a slimy implication or causes the reader's thoughts to travel "gutterward."

Features which put students' names in print can be cleverly devised on timely subjects. If careful thought be given to their make-up, two purposes can be served. The first, of course, is to get as many names as possible in the paper; the second is to bring out good qualities in students for the admiration of others. This often serves as an incentive to students not mentioned to strive for character qualities deserving such mention. An example of this sort of feature is as follows:

Early September

S-tudy is fun—Mary Jones
C-lasses for me—Harry Albers
H-appy to be here—Peggy Myers
O-berving the rules—Dorothy Smith
O-ut for football—Clarence Jones
L-ibrary helper—Mary Reeves

B-eing industrious—Sally Ming
E-nergetic scholar—David Marts
G-aining friends—Henry Stitt
I-ntent on learning—Fred Town
N-ever late—Donald Pickford
S-upporting the school—all the students

The Who's Who for the new and old student profiles are also good. One should not overlook the monthly birthday list, the honor roll, the list of students with perfect attendance, and the school calendar.

Before each issue of the school newspaper is sent to the printer, it should be carefully checked to make sure that it does accurately picture the

school with all of its activities, learnings, and personnel.

The news which goes to the local town paper should be kept purely news. Feature material should be deleted unless there is no school newspaper. The style of writing should be more condensed so as to get the important information about the school in a minimum of space.

The school yearbook is the pictured record of the school year. Its mission is to give by pictures and short explanatory captions the highlights of the year. It is a treasured memory and as such must be carefully safeguarded against anything which might injure the feelings of any individual.

When we think of the mission of school publicity, first of all, we consider it as an important way of building good school spirit of the kind that evidences itself in a feeling of happy pride in the school. The school as a whole is a happy one, if every phase of its life is permeated with a deep loyalty to the purposes of the school. This can be achieved only when students, parents, administrators, and faculty are well-informed about the school and keenly alert to serve and support it through democratic cooperation. All must feel that they are in the game cooperating to achieve a unified goal. To help bring this about is the first part of the mission of school publicity.

When parents understand the work of the school and are in the game cooperating toward its success, they will advise with interest, understanding, kindness, and foresight. The students will take these advised attitudes into all they do at school. If kindness is to be received, it must be passed on to others. This is especially true regarding the pupils of our schools. Effective school publicity must inform and above all reflect essential kindness. Our democracy cannot be preserved unless the schools practice loyal cooperation and the adult members of the community team up with the school faculty to help students come to love and profit from the democratic undergirdings which the school and its publicity seek to nurture.

The second part of the great mission of school publicity is the building of individual students of strong characters and worthy personalities. To do this, the publicity staff or staffs need to work under the careful supervision and guidance of a well-trained, experienced faculty adviser. The adviser should know young people, know adults, know a lot about life, know the

principles of journalism, love the school and the community, like her work, and be willing to work hard and long at the job of effectively interpreting the school. She should be herself an apt and versatile writer with a talent for making printed words expertly express desired meaning.

The publicity staff members should be selected on the basis of their ability to do the work efficiently and to profit from their publicity experiences. In the selection background, character and personality qualities, and fundamental knowledge of English should all be considered. To be chosen for work on a publicity staff should be considered a distinct honor. Whenever a staff member consistently fails to live up to the responsibilities of the work he should be dropped from the staff and some more deserving student be given the opportunity to profit by such training. Each staff member should give to the work his very best in time, talent, and energy.

The work on a school publicity staff does build manhood and womanhood. Such important character traits as: honesty, kindness, dependability, frankness, cooperation, resourcefulness, initiative, originality, perseverance, and strict adherence to duty. These are only a few of those

that might be mentioned. Publicity activities help develop the kind of personality necessary for meeting the public well and getting what is wanted in terms of desired advertising and news.

The individual on the publicity staff has an excellent opportunity to learn to use English correctly. The power of organizing ideas into well-formed sentences and paragraphs is gained. The ability to organize effectively becomes a must. The members of the publicity staffs are in positions to make life-long friendships, to gain and keep school and community respect, and get a worth-while mastery over self.

If school publicity is to attain its high calling, it must have solid backing from the superintendent and principal. He must want it to succeed and be willing to contribute information from the various departments regularly. Faculty cooperation is a must. The administrators can do much to stimulate cooperation of the home, school, and community to encourage the kind of school publicity which will permeate the school with a deep loyalty and a feeling of harmony. When school publicity has fulfilled its two-fold mission of building school spirit and also building individuals, administrators' commendation goes far to keep it going that way.

"An activity for everyone—everyone in an activity." Enrichment of the life of every individual could be inexpressibly enhanced by means of such a plan.

Do School Activity Programs Build Better Intergroup Relations?

WHEN YOU READ THE QUESTION, "Do school activity programs build better intergroup relations?" probably you thought unequivocally, "Yes." The general public agrees with you for the assumption is commonly accepted as simple truth. For example, educational theorists defend the American comprehensive high school by claiming that it eradicates social class lines, provides equality of opportunity, and thus fosters the democratic tradition.

Furthermore, often wealthy parents of pupils say they send their children to public schools "to learn to get along with all kinds of people." Contrariwise, many Southerners object to integration in schools because they believe that mixed social activities, especially school dances, will break down racial barriers.

GRACE GRAHAM
School of Education
University of Oregon
Salem, Oregon

Perhaps physical proximity of adolescents in schools does indeed encourage limited acceptance of persons from differing social, religious, and ethnic groups. Frankly, we have little proof of attitude changes from such osmosis, but they may occur.

On the other hand, research studies made of the class structure in high school agree, in general, that cocurricular activities, where inter-personal interaction is freer than in the classroom, are dominated by middle class youngsters. Relatively few teen-agers from the lower class or from minority

groups; except athletes and others with talent, affiliate with organizations; and even fewer lead these groups. In fact, when young people from minority groups belong to a school activity in large numbers, the club is likely to be a George Washington Carver Club, a Chinese Club, or a similar exclusive, and probably defensive, group.

With little analysis of the causes of limited participation, teachers have often showed concern for the boys and girls who are more or less isolated from student social life. Sometimes administrators have set aside a period in the regular school day and *required* all to take part, contending that pupils acquire valuable social skills in activity programs.

Under such a plan, much of the spontaneity of the cocurriculum may be lost and the hour becomes just another class period. Furthermore, some pupils have outside interests that they prefer to school activities, and they should have the right to be non-joiners.

Perhaps the staff of a high school might analyze *why* boys and girls are inactive in the cocurriculum. In many cases, social class or minority status may offer a clue. For the most part, are these non-participants members of the lower socio-economic groups? Kerr and Remmers' "American Home Scale"¹ provides a gauge for determining the answer. Do children of minority status belong to many different clubs? A simple check of school activity records will tell us.

Do the minority groups congregate in one or two clubs? Perhaps such voluntary segregation, when it exists, provides security of a sort to minority group youngsters, but does it improve intergroup relations? Are children from lower classes and minority groups found more frequently in some organizations than in others? If they are, why?

Only after a school has clearly identified its local problems can plans be made for wider participation. If the problem seems to hinge, in part, on status factors, then a few general comments may be helpful. For example, pupils whose families are not accepted in the dominant local community groups are likely to feel unwanted and refuse to take part in school affairs.

Many pupils are handicapped by not being financially able to pay the costs of activities or to dress as well as others. Perhaps they work after school, or they must go home on school buses that leave early. In some schools, the program may of-

fer little of interest for them. (One study found that lower class youth preferred roller skating to bowling, popular with higher classes.²)

Usually sponsors of activity groups can guide the student leaders to keep costs of activities low, offer positions of some responsibility to all, and discourage dominance of middle class cliques. Fortunately, young people are altruistic. They respond fairly readily to suggestions that costs may be prohibitive for some and that all pupils should be made welcome.

One senior class sponsor guided her leaders to give *everyone* a role in the Senior Class program and offer every Senior a part in the class's social activities. Because the Seniors felt that they "belonged," that everyone wanted them to be on hand and to help, and because expenses were limited, this sponsor of sixty Seniors had 100 per cent participation. Perhaps we should not aim at 100 per cent, but certainly the faculty leader who inspires students to warmly accept all within the group, will encourage expanded membership.

The school administration can help, too, by providing time in the school day for activities—but allowing freedom of choice in regard to participation; by persuading the School Board to bear at least part of the costs of the cocurriculum; by arranging for activity buses; by promoting research studies that will lead to improvements in the cocurriculum. A wise administrator would prevent the formation of minority group clubs, just as he does high school fraternities and sororities. He would also evaluate the effectiveness of an organization, at least in part, in terms of its contributions to intergroup understanding.

Frequently, workers for improved intergroup relations assert that "equal status participation" is essential to understanding and acceptance of people who are different. A very interesting research study concludes that white adolescents after ten months of frequent social and work sessions with Negro youth expressed more equalitarian points of view, but almost half of them continued to attribute socially undesirable traits to Negroes in general.³

Common sense tells us that mingling with others of different social backgrounds, especially where ethnic origin is also a factor, may at times re-enforce and even contribute to prejudices; nev-

1. Published by Science Research Associates, Chicago, Illinois.

2. Hollingshead, August B., *Elmtown's Youth*, John Wiley & Sons, 1949, pp. 310-312.

3. AOTE, Irwin, *Conflict and Harmony in an Adolescent Interracial Group*, Research Series #1, New York University Press, 1955, pp. 40-42.

ertheless, we can hardly expect more democratic attitudes to develop without free associations.

We cannot teach the dignity and infinite worth of the individual when we permit snobbery in the

activity program. Furthermore, we cannot honestly claim to provide equality of opportunity in our schools when so many are excluded, for any of several reasons, from the cocurriculum.

Extracurricular activities promote curriculum variety and balance; provide special interests and aptitudes media; assure better enrollment and attendance.

The Relationship of Extracurricular Activity to School Marks

PUBLIC CONCERN IS OFTEN EXPRESSED as to whether "frills" are interfering with fundamentals in our schools. Traditional academic high school teachers sometimes comment on the adverse effect of extracurricular activities on the subject marks of a particular pupil. The Superintendent of Public Instruction of Nebraska recently wrote for a national farm magazine that he believed that many schools are overdoing extracurricular activities to the detriment of both school and home. Thus, whether the time and effort consumed in extracurricular activities is detrimental to the achievement of pupils in the traditional school subjects or not still seems to be a moot question.

BASES FOR INVESTIGATION

Earlier research fails to sustain this detrimental view, but little investigation has been reported since World War II. Therefore, an investigation was made of the scholastic marks and extracurricular activities of a recent graduating class at Frankford High School, Philadelphia, during their senior year. In this high school of over two thousand pupils extracurricular activities are undertaken voluntarily over and above the regular curriculum in which they are engaged.

Numerical grades for the senior year, and individual scores in the Otis Quick-Scoring Mental Test were secured from the individual records of the graduating class totaling 293. These were considered with their activities for the senior year as listed in the record book of the class. From them it was felt that some answer might be found to the problem, "What is the relationship of extracurricular activity to school marks of seniors at Frankford High School?"

PERTINENT QUESTIONS RAISED

In attempting to observe the relationships between extracurricular activities and scholastic

CHARLES W. TWINING
Frankford High School
Philadelphia, Pennsylvania

marks the following questions seemed to be aspects of the problem:

1. How do the senior scholastic averages of participants in extracurricular activities compare with those of non-participants?
2. How do the Otis Scores compare for the participants and non-participants in extracurricular activities?
3. Is there any significant difference in the scholastic averages and Otis Scores of male and female participants and non-participants in extracurricular activities?
4. Do those participating only in athletics differ materially from others in their scholastic averages or Otis Scores?
5. Is there a difference in scholastic averages when a pupil participates in extracurricular activities one term and doesn't participate in another?
6. Considering the time spent on extracurricular activities as a criterion, do those with the greatest activity do better or worse in their scholastic averages than non-participants with similar Otis Scores?

METHODS EMPLOYED

In answering each of the suggested questions after the data were grouped, the mean for each group was used as a basis for comparison.

Since many of the criticisms of extracurricular activities stem from individual instances, question six attempted to find if this were the basis for the adverse criticism. Time spent was regarded as more indicative of the effort required which might affect school marks than a mere counting of the activities listed in the class record.

Therefore, the time required of participants in the activity that year was secured from the sponsors in response to a letter. Using the time spent in activities each senior was given a participation score based on the total number of minutes spent on extracurricular activity that year. From these scores the fifty most active seniors in extracurricular activities were determined.

A LOOK AT THE DATA

The 183 students who participated in extracurricular activities had a mean senior average of 81.03, while the 110 who did not had a mean average of 77.60. However, this same group of participants had a mean Otis Score of 105.04, while the non-participants had only a mean Otis Score of 102.41. Since many experienced teachers might have foretold this, a more detailed grouping according to the type of activity engaged in by sex follows:

TABLE 1.
OTIS SCORES AND SENIOR AVERAGES
FOR MALES

| Group | Number
Involved | Mean
Otis Score | Mean
Senior
Average |
|-----------------------|--------------------|--------------------|---------------------------|
| Athletic | 21 | 104.38 | 76.37 |
| Non-athletic | 17 | 108.18 | 81.27 |
| Varied Participations | 23 | 108.04 | 79.46 |
| Total Participants | 61 | 106.66 | 78.90 |
| Non-participants | 45 | 102.93 | 76.27 |

TABLE 2.
OTIS SCORES AND SENIOR AVERAGES FOR
FEMALES

| Group | Number
Involved | Mean
Otis Score | Mean
Senior
Average |
|-----------------------|--------------------|--------------------|---------------------------|
| Athletic | 17 | 100.16 | 77.58 |
| Non-athletic | 58 | 104.35 | 82.56 |
| Varied Participations | 47 | 105.36 | 83.19 |
| Total Participants | 122 | 104.16 | 82.09 |
| Non-participants | 65 | 102.05 | 78.53 |

TABLE 3.
SENIOR AVERAGES OF FIFTY MOST ACTIVE PARTICIPANTS IN EXTRACURRICULAR ACTIVITIES
MATCHED WITH NON-PARTICIPANTS BY OTIS SCORE

| Matched by Sex | Most Active | | Non-Participants | | Superiority
of Most
Active |
|------------------|-------------|------------------------|------------------|------------------------|----------------------------------|
| | Number | Mean
Senior Average | Number | Mean
Senior Average | |
| Female | 22 | 84.45 | 22 | 78.97 | 5.48 |
| Male | 15 | 77.02 | 15 | 80.43 | -3.41 |
| Unmatched by Sex | 13 | 80.39 | 13 | 78.69 | 1.70 |
| Total | 50 | 81.23 | 50 | 79.34 | 1.89 |

For the twenty-one of the seniors who had participated one-half of their senior year in extracurricular activities but not at all the other half, the mean of their averages was 80.63 while participating. For the half year when they did not participate the mean scholastic average was 79.66.

The use of time spent on extracurricular activity to determine those most active may be better understood as the differences are noted for activities listed in the Record Book. An Athletic Association representative from each advisory spent approximately 180 minutes on the job for the year, while a member of the football team spent 14,730 minutes.

Time spent on boys' football, baseball, basketball, soccer, and track exceeded that spent by girls in any one activity. As a result the fifty students who spent the most time on extracurricular activity during their senior year included twenty-six boys and twenty-four girls. Yet twice as many girls as boys participated in extracurricular activity.

The mean Otis Score of the fifty most active participants was 105.44. For non-participants matched with identical Otis Score, or the nearest available score, the result was a mean Otis Score of 105.46. However, in this matching, participants and non-participants were not of the same sex in thirteen of the fifty cases. However, where participants were matched by sex with non-participants the results below were statistically significant.

Since these data involved matched scores the *t* test (not to be confused with "T score") of differences between means of two correlated samples was used to tell just how significant these findings were. For the probability of a deviation due to chance greater than the superiority in senior averages for participants in the total given, the probability was slightly more than ten per cent.

Therefore, the superiority of the fifty participants in school marks was not statistically significant.

However, where participants and non-participants were matched by both sex and Otis Score the amount of difference in senior averages was greater than for the total. According to the same *t* test of differences between means as used for the total above, it was found for the matched girls that this more than five-point difference in scholastic averages could be due to chance was less than one tenth of one per cent. Thus, this superiority of most active participating girls in scholastic averages was very significant statistically.

For the matched boys, that the over three point unfavorable difference in scholastic average for the most active was probably due to chance was less than one per cent according to the *t* test of differences. Thus, this difference too was significant statistically.

Such contrary results may be the result of the differing nature of the activities engaged in by the most active boys and girls. Also, the greater amount of time required in a limited season by boys' athletic activities is probably a factor. This influence of athletics may be confirmed in the fact that of the fifteen active boys paired by sex and Otis Score only one did not participate in athletics.

This heavily concentrated time thus spent did not contribute particularly to developing abilities which will help senior averages. Thus, those differences in how most active boys and girls succeed scholastically can at least partially be explained by the nature and extent to which the most active boys engaged in athletic activities.

The time required by boys' sports in a limited season is probably one of the basic explanations why the boy participants with the higher mean Otis Score did not have as high mean senior averages as the girls. Furthermore, the expenditure of this time by the boys would tend to leave less energy for academic effort, while more of the girls' activities may tend to develop abilities which aid academic senior averages.

SUMMARY

For the graduates of Frankford High School, in the class of June, 1954, the following were true:

1. Participants in extracurricular activities received higher averages in their senior year than did those who did not participate. The superiority

in averages for participating girls over non-participating was greater than the advantage held by the participating boys over the non-participants.

2. Those participating in extracurricular activities during their senior year had higher scores in the Otis Quick-Scoring Mental Test than those who did not. While this was true of both sexes, the boy participants showed the higher mean Otis Score advantage over those not taking part. Thus, pupils who take part in extracurricular activities do tend to be those of superior ability compared with those who do not participate.

3. In comparing the girls with the boys in this class the girls received the higher senior averages, but the boys had the higher Otis Scores.

4. Among the boys, those whose participation was only in athletic activities had the lowest Otis Scores and senior averages of any boys' group taking part in extracurricular activities. However, the Otis Score and senior average for this athletic group was still higher than for those who did not participate at all.

However, among the girls, the group who engaged only in athletics was not only the lowest participating group, but was lower in Otis Score and senior average than the non-participating group of girls. However, this was the smallest group of girls in number.

5. Where students had participated one half of the senior year and not the other half, it was found that the mean averages were better for the term of participation in extracurricular activities. However, both the difference in averages and the size of the group concerned were rather small.

6. In considering the fifty students who spent most time on extracurricular activities, matched by Otis Score with those who did not participate, it was found that the total group of participants secured higher senior averages than the non-participants. However, where these most active boys were paired with boys of the same Otis Score it was found statistically that the averages of the participants were significantly lower than the averages of those not taking part. Yet, the girls in the group of most active participants secured such significantly superior averages over those not engaging to bring about the favorable total mentioned above. This probably reflects a difference in the nature and amount of time spent on these activities by boys and girls.

While the size of many of the differences found in this investigation are generally too

small to be statistically significant, they can hardly be used to bolster the viewpoint that extracurricular activity as a rule has an adverse effect upon school marks. For, with the exception of the group of matched most active boy participants all groups of participants tended to secure better school marks than the non-participants. Thus, the essentials are in keeping with the primary findings reported by Swanson in 1924, by Monroe in 1929, and by Short and Drake in 1941.

CONCLUSION

No blanket rule for restricting participation in extracurricular activities seems called for by the findings of this study. While some of the boys who were most active in athletics received lower marks than comparable boys who did not participate at all, there may be compensating values which are not revealed in the senior averages. Therefore, any restriction of extracurricular activity should be undertaken with the best interests of the individual in mind rather than by a fixed rule.

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Safe-Teens Is Outgrowth of Unfair Blame Given Teen-Ager

HIGH-O-SCOPE
Corvallis High School
Corvallis, Oregon

"Judge Frances Cook's justice court was in session hearing a traffic case two years ago when an irate citizen stormed into the room and de-

manded the justice of the peace send a policeman to pick up the 'so-and-so' teen-ager who had just run him off the road.

"The lady justice recessed her court and swore out a John Doe warrant. A state police officer returned in a short while with the 'teen-ager.' He turned out to be 45 years old.

"Judge Cook lost her usual composure:

"I'm tired of this growing tendency among motorists who think every squirrely driver on the road is a teen-ager. From the experience right here in my traffic court, I find that some of our best drivers are teen-agers.

"What these youngsters need is some way that they can be recognized for the good drivers they really are. They need a label—like, like 'Safe-Teen.'

"Spurred on by her findings she queried school authorities, other judges, police officers, and finally leading traffic safety men. Everywhere she met encouragement.

"When the plan was completed in her mind, she presented it to a delegation of Beaverton high school students. The youngsters were immediately enthusiastic. On December 17, 1954, charter rolls were opened at Beaverton and Safe-Teens were on their way."

This quote was taken from a circular published by the Oregon Association of Insurance Agents. This Association, as a public service, has underwritten the organization of Safe-Teens throughout the country.

Safe-Teens do not pay dues. The requirements are simple. Anyone between the ages of 16 and 25 can become a Safe-Teen. He must have a driver's license in good standing and a safety check on his car.

If Safe-Teens are cited for hazardous driving, their membership is suspended.

Any responsible authority in the community is eligible to administer a Safe-Teens chapter. The student body at CHS is trying to get one started at Corvallis. With the full cooperation of the students and the townspeople, such a group could be a great success.

It would be well for all drivers to remember the motto of Safe-Teens: "We drive defensively—courteously—and longer."

School Activities

Among the greatest training media in the schools is the department of athletics. Like many other things, however, a few discrepancies are sometimes inevitable.

What's Wrong With Athletics

THE TEAM PHYSICIAN RULED the young high school athlete physically unfit to play in the next game. His diagnosis—beginning of a slight cardiac condition. The coach appealed in vain. The physician refused. The coach appealed to the superintendent. The superintendent appealed strongly to the physician and ended his appeal with the assurance, "Let him play, we will take care of it if anything happens."

The physician against his better judgment, as he later confessed, permitted the boy to play. During the course of the game the boy intercepted a pass and raced 60 yards across the goal and then suddenly collapsed. The incident almost had a tragic ending, but dame fortune smiled that day and the boy recovered.

What's wrong with athletics? Nothing! The wrong lies in those who administer or conduct them.

The team physician ruled that the young athlete who had a broken hand was not to play in the Thanksgiving Day game. The principal of the high school notified the coach the boy was not to play. The Thanksgiving Day game started and in the line-up appeared the boy with his broken hand encased in heavy wrappings.

The principal of the school immediately approached the coach and demanded an explanation. The coach informed him he had secured the consent of the physician (who happened to be out of town). The following day the physician returned and upon hearing the boy had played became quite angry when he learned how the coach had misrepresented the truth. The Board of Education relieved the coach of his position.

What's wrong with athletics? Nothing! The wrong lies within those who administer or conduct them.

In order to protect his winning skein and while playing against an out-of-state team, the coach played under assumed names three players who had graduated from high school the year previous. This, of course, was a most unsportsmanlike act, contrary to the spirit of athletics, and a poor example of leadership.

ALBERT M. LERCH

Director of Guidance

*Northampton Area Joint High School
Northampton, Pennsylvania*

What's wrong with athletics? Nothing! The wrong lies with those who administer or are in charge of them.

All too frequently athletics are criticized as being rotten and degrading to young folks. If athletics have an undesirable reputation it is because those who administer them or conduct them often lack the courage to do something about it.

Athletics are healthful, they are good for building physical stamina and strong bodies. They provide opportunity for developing character, confidence, worthy traits of sportsmanship, honesty, respect, and courtesy. But whether this is kept in mind by many in charge of athletics or furnishing the leadership is a debatable question.

What's wrong with athletics? Nothing! What's wrong with some of the leadership is a better question.

Several former students of the writer who had attended college on athletic scholarships related interesting information about their experiences in college.

One of them revealed how he played four years of football at a certain university, but was dropped from college after the final game in his senior year. He admitted that the fact that he did not do passing work academically was not too important. He still played his regular position game after game. Financially he did well, drawing down \$25 a month plus other benefits. The money was placed in an envelope and thrust under the door in his room. He didn't know where it came from, he told me with a smile.

Several other former students related similar experiences where they attended college. They admitted they knew it was not right. They also didn't consider this procedure as being above board, but as one said, "It's a pretty widespread practice."

The tragic fact is that these things are

masked under the guise of pure athletics and legitimate help to athletes. Actually, it is professionalism in the strictest sense. Thus, why not come out openly and admit this to be so. Why pretend otherwise? The players concerned know it is professionalism. Many consider it a big joke.

The tragic result is as long as colleges permit this sort of thing, it might only tend to encourage some of the athletes to follow similar practices later in life. After all, they may feel this is what we saw in college so it must be the accepted thing to misrepresent the truth or deal under the board.

Are we to blame the athlete for these questionable practices? No! The blame rests upon those who are responsible for these practices, namely those in charge of our athletic program. They are allowing false, and untrue ideals to be perpetuated under the banner of wholesome athletics and sportsmanship.

How much better it would be if they did these things openly. I assure you the public would be less critical because at least there would be no false pretense. Year after year colleges are being exposed because of these practices.

In addition to paying athletes money, many athletes are admitted to college who actually do not meet the college entrance requirements. This fact has occurred many times with athletes of the writer's own high school. It occurs in most every other high school as well. More than one student has raised a cry of indignation at this fact.

These students were classmates of the athletes and knew the academic achievements of the athletes who were admitted to college while they who presented higher grades were refused admittance. It was most difficult for the writer to explain the reasons for this occurrence. All the writer could explain was that each college reserves the right to admit those whom they choose.

Many defenders for admitting athletes on athletic ability rather than academic achievement will argue that athletes deserve a chance to go to college and later join the professional ranks and make it a career, the same as a student may enter the field of science, etc. If this be their reasoning, then let's forget about standards for admission instead of making a farce out of it.

Here again the writer doesn't hold the athletes guilty or blame athletics for these practices.

Rather it is those who are concerned with promoting and conducting them who bear the guilt. How much better it would be if college openly admitted they were paying some of their players and admitting athletes who really did not meet their legitimate requirements for admission.

Let's remove the sham and false veneer and be honest about the whole matter. Let's admit openly what we are doing. By so doing, we at least will gain the respect of the young people who are not really being fooled by what is occurring. It is our responsibility to set the pattern for honest dealings for them to follow, for tomorrow they will be our leaders. How they will act depends on the manner in which they are trained and influenced today.

In all fairness the writer does want to point out that these criticisms are not directed at all colleges. In the past two years the writer has noticed a change for the better in most colleges with whom he has personal dealings. Many colleges have become more strict in their entrance requirements in regard to athletes.

One college official whose college was notorious for these ridiculous practices told the writer, "Our college has suffered greatly. We have a great deal to live down. We discovered we lost respect and prestige. It has not been worth it."

Many colleges and high schools have their athletic programs on a high plane and have excellent leaders in charge of them. The writer is not criticising those schools. He is referring to those schools who are still permitting many unethical practices and are masquerading under the cloak of purity. Because of this the innocent are also stigmatized. Somehow they ignore the effect it has on the youth or the attitude that youth may develop which he will reflect in later years.

More and more athletes are becoming like robots. For example, in many high schools and colleges almost every play or decision is made from the sidelines. In many cases, no longer does the quarterback direct the team. He must await the signal from the sidelines.

Years ago the players were on their own. They matched their skill, ability, and alertness against the opponents. Certainly they made mistakes—but in doing so they learned. They also learned to act in emergencies and make their own decisions. Today this is not encouraged too much. Players are manipulated about like check-

ers on a board. They are frequently robbed of the opportunity to think for themselves.

The peak of this type of robot playing was recently reached in the professional football leagues. Certain players were wired so they could receive a message transmitted by radio from the coach on the sidelines.

How ridiculous are we getting in our athletic programs? Is it coming to the point where spectators will be seeing robots performing on our gridirons instead of human beings? What an insult to human intelligence and spectators in general.

Is it significant that we are neglecting the human element in our athletic program? Are we reaching the point where we are treating our athletes like robots rather than human beings? Is this the first step toward automation in athletics? Have we become so victory conscious that we will stop at nothing to achieve this end?

Are we concerned about the welfare of our young athletes or merely to perpetuate a winning streak, and make a name for the school and those coaching the sport. Are we afraid to trust the playing of the game to the athlete, or isn't the game for them any more?

What the writer has just discussed was corroborated by a student who is now in dental school. He told the writer, "In the high school I attended, every moment was directed from the sidelines. My teammates, including myself, were not encouraged to think for ourselves. When I think about it now, I realize how we were cheated out of the right to think for ourselves. I guess I was just another robot."

Another college student who had a brilliant career in high school athletics and was sought after by many colleges related, "No, I'm not playing sports in college. I'm here for an education. Nobody will make a mechanical man out of me like back in my high school."

After hearing some of their testimonies, is it any wonder why many athletes are lampooned as being dim-wits, dunces, weak-minded, who can't think because they have no brains. Frankly, it's not their fault. They just happened to be innocent victims used as pawns.

A teacher described certain episodes that occur in his school. He related that when a good athlete's family moves from the community every effort is made by certain individuals in the school to persuade the boy to remain with relatives in the community. The boy is also aided in

securing a job so he can help pay his tuition and board. "Why aren't they concerned about other students who are moving away from the community and would like to attend the old school? The reason is so obvious to the point of ridiculous," snapped the teacher.

When we observe the great amount of taping, braces, and other appliances being used to make it possible for the injured athlete to play in the game, are we justifying athletics? Whose welfare is being considered—the young athlete or the one coaching them? The answer is so obvious.

Listen to the testimony of another student now in college. He stated quite bitterly, "Yes, I played in high school. I got pretty well battered. They gave me special braces so I could play. There were times that I knew I was not fit to play. But I was ridiculed and kidded about being a sissy. Many times after a game I could barely walk home because of pain. I wanted to quit, but I knew I would be labeled yellow or sissy so I kept playing. Now I don't want a thing to do with sports."

Yes, we keep on taping and use braces and play our injured players and call it wholesome, "body-building" athletics. Could it be that the winning of the game is more important than the welfare of a boy?

To add to this utter disregard of the athlete's welfare, consider the many hours injured athletes spend in whirlpool baths, under heat lamps, and other devices for the sole purpose of getting them "ready" for the next game. Of course, there is the loss of classroom hours, but this is secondary to winning the game.

Of course, the young athlete won't complain because he knows refusal to play means ridicule. Sarcasm, sisay, yellow, chicken are some of the terms that will be heaped upon him.

Athletics are good. They offer many opportunities for developing leadership, character, self-reliance, sportsmanship, confidence, and courage. I am afraid these virtues are secondary in many of our athletic programs today. Many unethical practices are being perpetrated under the guise of wholesome athletics.

Athletics are not rotten; it's those who are exploiting them for their own selfish advantage who are gradually destroying the real virtues and purpose of athletics. The unfortunate victim of all this is the young athlete who when he enters the arena of athletics soon discovers he

becomes a robot.

The writer knows the things he has written do not make kind reading. He knows it will raise a hue and cry such as—unfair—not so. He knows, however, that this cry will be uttered only by the wrongdoer. Even law breakers complain against those who expose them or threaten their security.

There isn't a school or college that can't claim ignorance of not knowing what is occurring in their respective schools. Many know they are in the wrong, but lack the courage to do the right thing. Frequently, they will use the excuse, "Everybody does it." To which the writer replies, "Does that make it right?"

The facts this writer has presented in this article were gathered from guidance counselors, and from school officials who are trying to put athletics on a higher plane. Students who are attending college now and others who have left school also provided many bits of information. Fine college coaches, including admission officers and professors, have also been a wonderful source of information. The main object of all these individuals was to return athletics to a high plane and to give them back to the athletes.

What's wrong with athletics? Nothing! The wrong lies within those who administer or are in charge of them. They hold the key to purification.

Student Council Adopts Code for Teen-Agers

RAY E. WEIDE

Principal

Hiawatha High School

Hiawatha, Kansas

The general wide publicity which has been given by newspapers and magazines to juvenile delinquency and teen-age problems, has led high school groups in some areas of the nation to the development of codes of behavior they believe should be practiced by members of their age group.

Last year the Hiawatha student council decided that the working out of a code by the members of the group would be their major project of the year. The first step was to decide the areas which should be covered by the code. Ten areas were chosen and these were divided among four

committees for preliminary work. These committees then presented their reports to the council which either adopted the recommendations as made or altered them as the entire group saw fit.

The sponsor of the council made it clear at the beginning of the study that he would in no way try to influence the thinking of the group but that their recommendations should represent the thinking of leaders of the high school and they should be honest in stating how they felt about issues facing people of their own age.

It was also emphasized that these were not school regulations but were standards set up by young people for young people. Also, it was hoped they would be accepted by other students of the high school in the development of desirable personality traits which would win respect for both themselves and their school.

This fall at the opening of school copies of the code were distributed to all students of the high school and the code was used as discussion material for home room sessions in order to acquaint all students with both the objectives and provisions of the code.

The following code was written and adopted by the Student Council, 1955-56:

DATING

1. All teen-agers should tell their parents where and with whom they are going; and should get an approximate time when they are expected to be home.
2. You should select the places you go with the thought of protecting your date's reputation as well as your own.
3. Both boy and girl should conduct themselves as ladies and gentlemen, and as they would like to see others act who represent their school.

DRINKING

1. No student of this high school should take part in the drinking of, or be present at the kind of party where they are making common use of alcoholic beverages.
2. There should be no display of drinking of alcoholic beverages in any public place by anyone representing our school. Drinking and being seen drinking is a handicap to the student and a reflection on both the school and community which he represents.

SMOKING

1. I shall realize that smoking for teen-agers is not advisable from both a health and social standpoint.
2. Should I decide to smoke, I will do so only in places designated as permissible.

RESPONSIBILITIES TO MY COMMUNITY

1. I shall take part in worth-while organizations and activities in my community.
2. I shall work to the best of my ability, without expecting recognition for my work.
3. I shall not expect to benefit from a group without supporting it, nor accept responsibilities without believing that I am obliged to carry them out.

4. I shall stand for and respect the rights and privileges of all citizens.

RELIGION

1. I shall not be prejudiced against another race or religion.

2. I shall make it a practice to attend church every Sunday.

3. Upon entering the church, I shall cast aside talking, whispering, notewriting, and anything else which might detract from the worship service.

SOCIAL LIFE

1. I will acquire good manners and practice them daily.

2. As a party guest I will participate in the planned activities of the hostess, unless such activities as smoking and drinking which will lower my standards are suggested.

3. I will not overstay my welcome in another person's home.

MY HOME

1. I will cheerfully do my share of the work around my home.

2. I will try to make my home a happier one by co-operating with each member of the family; and by respecting their personal belongings.

3. I will respect the judgment of my parents and obey them.

DRIVING

1. I will have my car checked regularly to be sure it is in safe driving condition.

2. I will follow speed limit regulations for the protection of myself and others.

PERSONAL APPEARANCE

1. Cleanliness and neatness in appearance should be practiced by all.

2. Girls should wear clothing to school which is designed for girls; and boys that which is designed for boys. Dresses, skirts, blouses, and sweaters are always more becoming to a lady than clothes made for men and boys.

SCHOOL

1. Our school and campus is furnished to us for our use by the people of this community. Let us show our appreciation by taking good care of them. Destroying or marring any school property by marks of any kind is the mark of a poor school citizen, and should be avoided by all students.

2. When we enroll in our high school we should expect to follow its rules and regulations. Students' conduct at school or at school events whether at home or away, affects the thinking of others about the kind of person we are and the kind of school we attend. Let our conduct be such as will be a credit to ourselves and our school; so that others will gain respect for us and our school.

Efficiently managed concessions assure accumulation of needed funds; training in sales technique, handling money, public relations; keeping the fans happy.

Managing High School Concessions

HOW MANY TEACHER MANAGERS of popcorn and candy selling at ball games have wondered how to go about it? Probably most of them did when they started. Some of them may still wonder how to run concessions in ways that will increase profits, reduce worries, and teach business practices best.

The professionals—people who make a living selling at major sports events—worry about it too. They improve their methods by experience, and some of their ideas can help high school teacher managers.

Professionals and many high schools both operate concession booths and use vendors who circulate through the crowds to make sales. Sales personnel have to be selected for both. Most high schools use student sales people.

The chief question for high schools is whether to rotate selling jobs among students or train one group of students who sell time after time. There are advantages both ways. Rotating the selling jobs spreads both the work and educational selling experience among more stu-

WILLIAM L. MATTINGLY
Department of Social Studies
William Penn School, P.S. No. 49
1902 West Morris Street
Indianapolis, Indiana

dents. A trained group may operate more effectively and make better sales.

Professionals use the fewest employees possible for either vendors or booth operators. Too many people make an "Alfonse and Gaston" act. In selecting them, honesty is the prime consideration. Pronounced extroverts who "have a good set of lungs and no compunction about using them" are preferred for vendors.

Booth operators should be able to face crowds without becoming excited or disturbed. Ability to work fast is a valuable asset, but people who flurry and rush serve fewer customers and make more mistakes.

Bright colored uniforms help identify either vendors or booth operators to the crowd. Sales jackets or aprons can be made with pockets for easy handling of change and supplies.

Professional vendors usually sell a single item. High schools sometimes give students a tray of gum, popcorn, and hot dogs and then send them out in pairs—one of whom handles merchandise and the other makes change. The professional would usually give one item to each salesman so that he would have only one product to advertise and one price to charge. Then he would put on enough salesmen so that each item would be available to the crowd at reasonable intervals. Professional experience shows that the single salesman single product method brings better results.

Vendors' items should be packaged or solid. No one carries a big sack of popcorn from which to fill each customer's bag when he orders it. Apples or boxed popcorn handle easily. However, soft drinks are usually delivered in paper cups—either at a booth or when sold by vendors.

The location of food stands has a telling effect upon sales. The important thing is to place them where the largest number of people can reach them easiest and quickest.

That means—locate the booth in the center of the crowd or near the flow of walking-traffic. The same rule applies for more than one booth. They should be located so that they serve the most people quickest.

A well-planned booth is a sales promoter. It is helpful if a restraining wall or rope is used to control the passage of customers. This keeps people moving in one direction and each person gets a fair shake as he comes through the line, cafeteria fashion. The idea is to keep the customers moving past the food as the super markets do. People will be repeat customers game after game if they always get served and don't have to wait too long.

It saves help and promotes efficiency if each stand sells a limited number of items. The better plan is to sell hot dogs and coffee at one place; popcorn and peanuts some place else.

Both professionals and high schools face the problem of controlling merchandise and cash. Professionals never know whether they can trust their part-time employees, so regular precautions to protect cash and stock are taken as a matter of routine. Many high schools profess a faith in the infinite goodness of man and hope for the best.

But the problem of honesty is equally important to high schools. Not only should money be protected, but schools usually claim selling is

good educational experience. If it is to be "good" experience, every effort should be made to keep the selling honest, efficient, and business-like.

A few simple precautions will help although alertness and imagination are needed continuously. A record of cash and merchandise checked out to vendors load by load and a final check-in of cash and merchandise is a minimum control. Comparison of pre-game and post-game inventories for booths provides a similar check for these enterprises.

Ordering merchandise must be done on the basis of estimated sales, and estimates are improved by adequate records kept from year to year. Game-by-game records should be kept showing attendance, weather, amount of sales, and other data useful in future planning.

Generally, perishables like hot dogs and buns are ordered conservatively—it is better to run out than to be left with large supplies unsold. Non-perishables like candy or pop should be kept in large enough stock so that they are never exhausted. Adequate storage room is the chief limiting factor.

The general rule on pricing is to "charge whatever the traffic will bear." People will cheerfully pay whatever they are accustomed to pay. This means that high school concession prices should be comparable to the professional prices (if any) for similar items in other local sports events. Professionals within a city usually adopt identical prices for items. It will help if all schools in one city charge the same prices and if (so far as possible) they charge the same prices year after year. Where there is a local league, an hour's conference between high school concession managers can usually produce an agreement on prices.

Professional concessionaires usually mark-up perishable items roughly twice as much as non-perishables. But the general rule is to set prices as high as possible without discouraging sales or provoking resentment.

High school concessions have the double objective of making money and promoting desirable learning experiences. Good business practices serve both objectives. With the use of imagination and foresight, high school managers can adapt many professional practices to their own local needs and promote greater profits and smoother operations for their concession projects.

ASSEMBLY PROGRAMS

for March

Assembly programs should have both educational and inspirational value. To say nothing about the financial cost in teachers' time, a thirty-minute assembly period in a school of 600 students represents 300 student hours, an enormous amount of time, and it is only reasonable that using a part or all of this time on material which does not contribute a fair return to the student cannot be justified.

The program must answer a definite need of students. It must establish ideals, stimulate imagination, be emotionally satisfying, and help the student to understand and solve his own personal and social problems. Naturally, the program should be interesting, but mere interestingness is not enough.

It is conceivable that a very attractive program might be without educational merit. "Fun, frolic, and amusement" are no more valuable than the old-time exhortatory sermonizings. Further, an education of the spirit through proper inspiration is an important part of any wholesome training.

During his lifetime everyone will be a member of many and varied audiences, and the school assembly offers an opportunity for the development of correct attitudes and conduct that will serve the individual well on all these occasions. Audience courtesy demands that the student listen respectfully and with a learning and appreciative attitude.

The student listener may be critical, probably should be, but his criticisms will be based upon a sympathetic consideration of all of the elements of the entire picture. Respecting the feelings of the other members of the audience, ushers, actors, and guests; and applauding sensibly and at the proper times—all may be developed in the natural atmosphere of a well-conducted assembly meeting.

YEARBOOK ASSEMBLY Publication Staff

Suggested Scripture: 1 John 1:1-8

About this time of year many schools begin a campaign to promote the sale of the yearbook. A good method of stimulating interest in the yearbook and promoting subscriptions is that of an assembly program. An account of such a program has been contributed by a school in Georgia.

UNA LEE VOIGT
Enid High School
Enid, Oklahoma
et al.

The report of this program, entitled "An Assembly for Sales Promotion," follows:

There is no better way to start your yearbook subscription campaign than with an assembly program. However, it must be cleverly done, entertaining, and a means of getting over the sales talk. The program should not be the usual thing, but it should contain an element of surprise connected with something in which the students are interested.

Last year our staff was much concerned over the increase in cost of producing the yearbook. The problem was presented to the student body in assembly through a rather hilarious stunt based on a visit of the worried editor to a psychiatrist.

The psychiatrist encouraged the worried editor to unburden her worries on his strong shoulders. As she explained her worries, they were illustrated in pantomime. She feared the rising costs.

The printers, engravers, and binders were striking for higher wages. Down the aisle came the union men marching with picket signs. She feared the book would be reduced in size, fewer pictures, fewer articles.

On the stage three dancers gave the dance of the scissors, cutting down a large size book as they danced. The editor feared the business manager would be arrested. In dreadful pantomime, policemen arrested the business manager, despite her protestations.

The closing scene depicted the staff members discovering their editor in the psychiatrist's office. They had looked all over for her. They assured her that the student body was backing her one hundred per cent; the advertising staff would redouble their efforts to sell advertisements; every student would subscribe for a copy of the yearbook. What she needed the Doctor could not give her; namely, a vote of confidence. Nevertheless, he did give her a subscription to the yearbook.

READ! *Believe!* **THINK!** *Evaluate!* **STUDY!**
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! *ACT!* **ASSIMILATE!**
APPLY! **USE!** *Patronize!* **BUY!**
Keep! **TRY!** *ACT!* **ORDER!**
SCRUTINIZE! *BUY!* *RECEIVE!* **Thrill!**
DELIBERATE! *Be Glad!* **REJOICE!**

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| 20" | 3.60 | 3.80 | 3.90 | 4.35 | 7.20 |
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FEATURING THE CAKE WALK Future Homemakers Club

Suggested Scripture: Matthew 13: 1-13

The girls in the Homecoming Department who belong to the Future Homemaker's Club have one time of the year when their activities are climaxed by their sending representatives to the state convention and perhaps later to the national convention.

This costs them money and after they have paid for their entertainment and refreshments for their regular meetings throughout the year, there is little left in their treasury, for their only income is from their dues, which are nominal. Hence the Cake Walk.

The Cake Walk is made up of three major events: one, their assembly; two, selling and raffling cakes off in the halls between classes, at noon, and before and after school during the week of their campaign; and three, their Cake Walk Dance which climaxes their stunt.

It is the assembly in which we are interested here. Three main objectives of the club's work must be presented to create interest and to justify what the club expects by way of support from the student body.

First, the girls wish to show reason for their activities. They should plan to explain the work of F.H.A. by showing some of the work which has been done. Handwork, such as weaving and the like, can be arranged as background for the remainder of the program.

The sewing may be modeled. The cooking, in the form of cakes which are to be sold in the entryway at the close of the program and samples of the beautifully decorated cupcakes which sell individually, may be shown.

One or more of the students and sponsors may tell about the convention which was attended by them last year and someone may tell of the trip to the national convention which was held during the summer vacation. Again it is wise to bring in many personal experiences—personal experiences which were had by the girls.

Let the audience in on the excitement and fun of the trips. As those cakes and cupcakes are being shown, make that demonstration as appetizing as possible. The girls may be "decked out" in frilly aprons and caps. Choose some of the

HANDBOOK FOR STUDENT COUNCIL ADVISERS

By Lou McMonies and Genevieve McDermott
 The cost is \$1.55 including postage and
 may be ordered through the

MANUAL ARTS HIGH SCHOOL BOOK STORE
 4121 South Vermont, Los Angeles 37, Calif.

most attractive girls in the group—girls who can smile! Those cellophane-covered delicacies will sell, once the program is ended.

The girls must create an interest in their dance. Several plans may be used here. It is important to stress the good music which has been obtained. Don't try to save money on this item. Tighten the purse strings in regard to decorations, or refreshments, or some similar part of the preparations, but never when it comes to the music.

Work out a selling plan for numbers of cakes and some unusual way to show these cakes off. Plan on having a punch booth, for everyone will be eating the cupcakes which will be on sale.

As plans grow for this assembly, the girls will get new ideas and as new ideas are incorporated, great care must be taken to stick to the continuity of the original plan and central idea. Be sure to work up a good climax for your program. Don't just stop. That warning is good for any kind of program. Too many of our assembly programs have no summary or ending.

Outline of program:

Presentation of the Flag . . . Officers of F.H.A.

Presentation of Cake Walk

Fan-fare introduces the mistress of ceremonies

F.H.A. and the Work It Does

Our Own Club, Its Activities and Its Fun

What and Why We Go to Conventions

Show work used for demonstration purposes

Parade of the Cakes

Close program in such a way and early enough in the regular period so that students will have time to purchase tasty cupcakes en route back to class.

A "PROBLEM" ASSEMBLY Department of Mathematics

Suggested Scripture: II Samuel 1: 1-8

Assuming that many schools give as many departments as possible a chance to participate

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lorch

The Continental Press, Inc.

Elizabethtown, Pennsylvania

during the school year—most of us will agree that for an entertaining and informative program the mathematics department has a formidable job. On the surface the mathematics program may appear too dull, too cut-and-dried to interest an audience, and thus, a movie or speaker is often brought in to fulfill the assignment.

However, by teacher and student group working together, amazing things can be plotted for the math assembly. The script-writing group will find reams of material through simple research, and ideas for themes and scenes will quickly ensue. One idea used by a group follows briefly:

A boy, not too "keen" on math is staying after school for special help with his algebra, geometry, or trigonometry assignment. He falls asleep when his teacher leaves for a few minutes. Mathematicians from ages past appear before him (in make-up and costume) and through lively conversation acquaint him with various facets of mathematics which they helped develop.

A "human interest history" of mathematics is unfolded during this time. As one mathematician leaves another appears. Several of those appearing in this program were: Abram from Ur between the Tigris and Euphrates, who tells of a people who were traders and lawmakers, though they had no paper nor pencils and thus made press marks into soft bricks.

Theon from Old Greece, who tells how Pythagoras thought the universe was built on a number, and goes on to tell of finger counting, and the contribution Greece made to mathematics. Omar Khayyam, who tells how algebra is an Arabic word meaning "the crossing over," because they learned how to simplify solving equations with the equality sign. Leonardo of Piza, who tells of how crusaders carried Arabic numerals to Rome where they were urgently needed.

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Various other people might appear; the point being to keep the conversation between the boy and the characters in the drama lively. At the close, the boy awakens when the teacher enters and surprises her with his sudden knowledge and interest.

Another ending might be the boy convincing a fellow classmate that mathematics is the greatest contribution to civilization, or he may be working with renewed interest when his teacher returns. Any number of endings can be used, but it must be kept in mind that the close must be fast and not preachy.

NATURE ASSEMBLY

Biological Science Department or Nature Clubs

Suggested Scripture: Luke 12:22-30

Superstitions and popular beliefs are numerous for March. Science overcomes these. The biological, agriculture, and natural science clubs will find "Signs of Spring" a pleasing theme. "If March enters like a lion, it will go out like a lamb" is an example.

Sound records of bird calls are available. Simultaneously, the picture of the bird in its natural habitat is flashed on the screen. A pupil give a short talk of poetry interpretation of the particular bird.

An assembly of this kind was presented by the science classes of Emerson Junior High School under the direction of Miss Nellie Johnson. The meadowlark, quail, mocking bird, cardinal, and blue jay were featured. Musical numbers were bird songs written to music as "Listen to the Mocking Bird" and "Mocking Bird Hill."

An entire assembly may emphasize one bird by showing how that bird influences literature, art, and music. Bryant's "To a Waterfowl" is an example.

A member of the industrial arts classes can close the program with suggestions on the new year's models in bird houses.

Luther Burbank was born in March. His biography can furnish inspiration for an entire program centered around flowers, fruit, and plants.

What You Need

ANNOUNCING FREE PAN AMERICAN DAY PACKET FOR 1957

Available to teachers and group leaders after February 1, 1957, from the Office of Public Re-

lations, PAN AMERICAN UNION, Washington 6, D.C.—contents:

1. A three-color poster, 11 × 14¼ inches.

2. "Do it Yourself" on Pan American Day—an illustrated guide for leaders and organizers showing by means of action photos, outstanding community observances, club programs, etc. conducted on April 14th last.

3. Calling the Youth of America—a pictorial presentation of selected programs and projects successfully carried out by students and teachers from primary grades through college, supplemented by teaching aids and resources.

4. The Pan American Story—a brief description of the evolution of Pan Americanism and the Organization of American States.

5. American Declaration of the Rights and Duties of Man—text of document subscribed to by the 21 American republics.

Celebrate PAN AMERICAN DAY, April 14, and PAN AMERICAN WEEK, April 8-14.

Among The Books

EDUCATIONAL COMPETITION. The story of the University Interscholastic League of Texas. By Roy Bedichek. The University of Texas Press, Austin, Texas. \$6.50.

The thesis of this latest book is that the paramount function of public education is to give every child an opportunity to develop to the full his capabilities for being a useful, and therefore a respectable, member of a democratic society and to fit him for happy living and effective participation within that society—in short, for good citizenship.

The book is written in an interesting and informative manner. It is organized into parts, chapters, and appendices. There are eight parts, forty-two chapters, and nine appendices. The sections or parts are titled: Part I: Organization of Interscholastic Contests; Part II: The Public School—Instrument of Democracy; Part III: The Use and Abuse of Competition; Part IV: Contests In Speech; Part V: Contests In Arts; Part VI: Academic Contests; Part VII: Athletic Sports and Games; Part VIII: The Six "Shoulds" of Educational Competition.

The author of this book has long been director of the University Interscholastic League of Texas, a pioneering organization. He is also author of *Adventures With a Texas Naturalist* and *Karankaway Country*.

News Notes and Comments

Let's Make Ours The Best

It is a great honor to be chosen as officers and members of the Student Council, but it carries with it important obligations and duties as well. Each member is responsible for raising the standards and good name of the school by his good example before other students both in and out of school. Besides this, his zeal in promoting the interests and activities of the whole student body is important. However, before these things can be accomplished the Council members need the co-operation of every student in the school also. They need your school spirit and support in every activity so let's get behind them and make our school the best.—Editorial in The Shamrock, St. Canice High School, Pittsburgh 10, Penn.

ACL-JCL College Scholarship

The American Classical League, national organization of teachers of classics, is offering five \$100 scholarships to high school seniors who are members of the Junior Classical League, national organization of high school students taking Latin, for the coming school year 1957-58. The rules follow:

1. Applicant must be a senior in high school.
2. Applicant must be a member of Junior Classical League.
3. Applicant must be recommended by his Latin teacher.
4. Applicant must continue the study of Latin in college for the year he holds the scholarship.
5. Application forms must be secured from the office of American Classical League, Miami University, Oxford, Ohio.
6. All applications must be completed and returned by February 1 to the chairman of the ACL-JCL Scholarship Committee, Dr. Carolyn E. Bock, State Teachers College, Upper Montclair, New Jersey.

Five winners throughout the nation will be selected on March 15 by the ACL Scholarship Committee and awarded the \$100 ACL-JCL Scholarship.

Size of School Affects Dropouts

The rate at which children leave before completing high school has a direct bearing on the size of the school and its classes, George R. Myers, Michigan State University professor, discovered after an extensive study of 441 Michigan high schools and 31,417 pupils. He reported that

schools with larger enrollment and larger classes tend to have a higher percentage of dropouts than smaller schools. Dr. Myers also discovered that the majority of those leaving school before graduation are not significantly involved in extracurricular activities. They are usually the "left outs" who feel out of place.—The Education Digest

F.T.A. Baby-Sits for P.T.A.

A baby-sitting service for parents and teachers attending P.T.A. meetings at Portland Elementary School in Springfield, Missouri, is maintained by the Central High School Future Teachers Club there.

Two members of the club watch over and provide entertainment for the children in a separate room at the school while their parents attend the meeting. Points are awarded to club members participating in the service, and a maximum of 60 points may be won during the school year. The club has 80 members.

The system provides experience for future classroom teachers as well as opportunity to promote P.T.A. attendance.—School and Community

Good Sportsmanship Is Paramount

Year in, year out, for many a reason we stress good sportsmanship each season. Throughout the years of participation in sports success may be measured by the full recognition of the best values of friendly competition. "Good sportsmanship is good citizenship" is one way to express our credo; and here's another way: "The education of the youth of the nation fails unless it creates the proper ideals and attitudes both in the game and off the field." No matter what the game or tournament its outcomes are tested by the degree to which teamwork, development of high ideals, and cordial interscholastic relations are fostered.—N.Y.S.P.H.S.A.A. Spot News

Student Council Is Active

Completing plans for fire or disaster drills to be held at Du Quoin Township High School, Du Quoin, Illinois, was the prime purpose of the Student Council members at one of its recent meetings.

The student government group also named some 18 students to assist the members of the

SC at school exits and to man fire extinguishers during fire drills.

Also on the agenda at their weekly meeting was a discussion of the possibility of forming an honor society at D.T.H.S. The society which would have, as its members, D.T.H.S. honor students, will be investigated by the Council group.

An Interesting Activity

A spelling bee is used as a curtain-raiser for the annual school fair sponsored by the Calvin Coolidge P.T.A. of Binghamton, New York. Guests then view attractive displays of schoolwork for which materials are collected throughout the year. Highlighting the affair is an exhibit of P.T.A. publications and miniatures portraying the P.T.A. in action.—National Congress Bulletin

Acquire Safety Habit

Safety-conscious Massey Hill, North Carolina, High School has been listed on the honor roll of the National Safety Council for the fifth consecutive year for "exceptional effort in safety" during the 1954-55 school year.

As an honor roll member, Massey Hill is one of 1,361 schools from across the nation recognized for a well-rounded safety program "which serves local community needs."

Safety activities included student accident reporting, monthly safety lessons and posters, safety inspection of buildings and grounds followed by elimination of hazards, student safety meetings, holiday safety instruction, and an active program among patrons.—N.C. Education

Senior Association Has Meeting

Oklahoma's Interscholastic Press Association met at the University of Oklahoma, Norman, last fall with an attendance of 756 from 56 state schools. This was its 34th annual meeting, the oldest school press association in this country, if not in the world. Ray J. Dyer, publisher of the *El Reno Daily Tribune* and President of the Oklahoma Press Association, made the principal address keyed to opportunities for young

people in journalism. Among the many meetings was a yearbook short course attended by fifty students who clipped pictures and made dummy layouts. Members of the University's journalism faculty made important contributions to the program.—The School Press Review

School Publicity

The job of publicity chairman sometimes falls to a person with only a vague understanding of the mechanics of news writing. Too often school news does not get in print because school people do not know how to prepare it. Jim Newton, 220 Sherman Ave., Hamilton, Ohio, has prepared a simple little manual to help on this problem. "More Publicity for Your School" is a 30-page mimeographed outline of easy-to-follow steps, with rules, suggestions, and samples. It's not a fancy book, but it will be worth the price of one dollar to the person faced with the responsibility of getting the best out of the local newspaper.—C.T.A. Journal

Junior Achievement Club

The opportunity of breaking into the business world has again been presented to St. Canice High School, Pittsburgh, Pennsylvania, students in the form of Junior Achievement. Under the guidance of interested businessmen, students from various schools met at J.A. headquarters on Fourth Avenue and formed their own corporations, in which these boys and girls will get a chance to learn about the operation of big business first-hand. An added attraction is the fact that almost all the student corporations in the past years have realized a profit.—The Shamrock, St. Canice High School, Pittsburgh 10, Pennsylvania.

Hi-C Club Is Active

"The foremost project of Hi-C this year was helping the Junior Red Cross buy a much-needed wheel chair." The club sponsored a drive to get money for the wheel chair and donated all they received to the Junior Red Cross.

Though much of the money was donated by the students, some of it was raised by the popcorn sales Hi-C holds two or three times a month.

Hi-C is a service club designed to "promote Christian leadership." Any boys or girls interested may join the club; thus far this year the Corvallis chapter has over 30 members.—High-O-Scope, Corvallis High School, Corvallis, Oregon

"THE OLD SCHOOLMASTER" says:

"Yes! If it's published I have it!"

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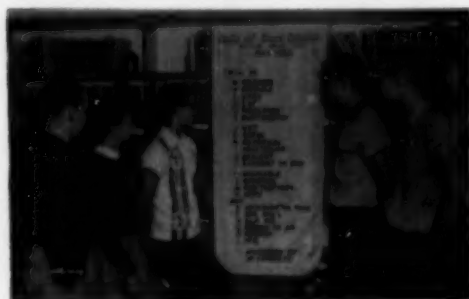
How We Do It

THEIR CITIZENSHIP IS SHOWING

"Human hopes and human creeds
Have their root in human needs."
—Eugene F. Ware

When needs within a school are suggested by the pupils rather than faculty members, the results can be very effective especially if the needs concern the student body as individuals.

The Junior Congress, the student governing body of Walnut Junior High School, Grand Island, Nebraska, promoted and put into effect the Code of Good Behavior shown in the picture here.



Code of Good Behavior

All officers except the reporter are elected by the student body; the reporter is appointed. Two representatives from each home room make up the rest of the governing body.

The idea of a code originated with the Congress officers. With the approval of the members, the officers immediately started organizing ideas in order to get student participation in forming a code which would be most adaptable to Walnut students. Congress members felt that all students should have the opportunity to take part in writing a code which they would be expected to follow later.

Each home room group was asked to submit its best idea. From the suggestions of the home room members, the code came and now serves as a behavior guide for Walnut students.

During one of the convocation periods, a play given by pupils of the dramatics class portrayed and explained each part of the code. Following the play, students were presented with their billfold-size Code of Good Behavior cards printed in the school shop.

As a follow-up for the project, the Junior

Congress plans to use at least one convocation period each year for explaining the code and distributing cards to the new pupils.

John Ruskin once said, "True education is to make people not merely do the right things, but enjoy the right things."—Mrs. Ursula Klatt, Department of Journalism, Walnut Junior High School, Grand Island, Nebraska

MAKING A TRIP TO WASHINGTON, D.C.

One of the most enriching educational experiences for the eighth graders of Lincoln Park, New Jersey, involves planning and taking a trip to our nation's capital, Washington, D.C.

Early in the fall of the year, part of the finances for the trip are raised by the sale of delicacies to families and friends around the holidays in November and December. A class bank account is then established with the receipts of the sales. Eighth grade class officers learn to "keep the books" and also to keep their classmates informed of the class' financial status.

In March an operetta is given, the proceeds of which, also, are put into the class bank account.

The social studies teacher then introduces a unit concerning our national heritage, along with the complete story of the Washington monuments, memorials, and the functions of the federal agencies of our national government. This unit works in beautifully with the American history studied in the eighth grade. All eighth graders become acquainted with the identity and history of the monuments, and the historic sites of Washington, D.C., before taking the trip.

Also, two weeks before the trip meetings are held to discuss such items as: wearing apparel for traveling, how and what to include in packing suitcases, proper etiquette, courtesy and consideration of others, table manners, etc. The range of learning experiences is tremendous, mainly because this trip is usually the first big adventure taken without direct parental supervision and attendance.

Eighth grade teachers and the school principal then chaperon the group on their trip. Parents are informed of the trip's progress by calling a designated individual whom the chaperones phone from various points in the trip each day.

Sightseeing tours, hotel accommodations, meals, and two evenings' activities in Washington, D.C., are planned by a Travel Bureau in coordination with the school officials.

The students visit the White House, the U.S. Capitol, the Library of Congress, the Jefferson and Lincoln Memorials, the Washington Monument, the F.B.I., the Bureau of Printing and Engraving, the Smithsonian Institution, and many other historic monuments, in addition to trips to Mount Vernon, Virginia, Annapolis, and Arlington Cemetery.

The entire group remains highly organized and supervised during the length of the entire trip. In the ten years that we have taken trips, all have proved most successful, educational, and most interesting to the students.

So if one wishes to make students' graduation year most exciting—plan a trip to Washington, D.C. It will indeed prove to be a very memorable extracurricular activity.—Rose M. Patania, Vice Principal, Lincoln Park Elementary School, Lincoln Park, New Jersey

AN EXCELLENT STUDENT CLUB PROJECT

Among the many clubs that have registered their constitution with the Student Senate at Highland Park High School is one known as the Intercultural Club. This is a rather unique club in that its many members come from different parts of the world. This is possible because many exchange students attend our school and they look towards some form of socialization through one of the student organizations.

The Intercultural Club, besides offering socialization through field trips, dances, meetings, and parties, also has a constructive program. Each year they contribute to a charitable institution or to some other worth-while project that needs funds. A needy family in the school district that had an unfortunate stroke of luck, the Korean War Orphans, and similar agencies have been the recipients of funds during the last few years.

Early in the first semester of the past year a plea came to the school from our educational source in New York, asking that some club in the school take under its wing a poor mountain school district in the backwoods of Kentucky. The sponsor and members of the Intercultural Club thought this would be a project that they would like to undertake.

The first project to obtain funds for the destitute school came in the form of a faculty-Intercultural basketball game that grossed close to ninety dollars. The money was sent to the principal of the school and about a month later a letter, accompanied by photographs, was received by the club in reply to the check and letter that had been sent.

The letter brought out facts that had not been known before. Among these were the fact that

the school had no up-to-date toilet facilities, only an outside well, no cupboards or storage space for the one-room school, and other unbelievably crude facilities. The pictures in the letter attested to these facts.

The money they had received from our group had been used to modernize the facilities—the fathers in the community doing whatever work they could to help.

The physical condition of these children was very poor. They were undernourished and their parents were sometimes unable to provide shoes and proper clothing for them.

The Intercultural Club wanted to do something more for them, so through initiative, resourcefulness, and hard work, children's clothing was collected, a paper drive was held, and the Student Senate allocated a certain amount from its Welfare Fund to help out the Intercultural Club in its undertaking.

This is an example of a school project that mushroomed to great proportions through the cooperation of the club, the faculty, and the student body of the school. It is impossible to convey the feeling expressed by that Kentucky principal in his second letter of appreciation sent to the club. This letter was printed in the school paper and there were more than a few tears shed by those who read it. It is hard to conceive that such conditions could prevail in our "land of plenty," but the students felt gratified that they had been able to do something to ease the conditions of this poor school district in the backwoods of Kentucky.—Dan Sestak, Highland Park High School, Highland Park, Michigan

A DRAMATIC ACTIVITY IS BORN

An experience that shall long live in my memory occurred at a girls' boarding school. One fine September day, a group of animated junior and senior girls from typical American homes greeted me with, "We need more activities here. How would you like to sponsor a dramatic club?" Thinking this one of the momentary dreams of active teen-agers, I agreed. "When could we meet about it?" "Right after supper, in the gym?" "Fine."

That evening I wandered into the gymnasium, magazine in hand, to await the would-be Ophelias. To my consternation I found about thirty girls awaiting me and an ever increasing number entering.

Then and there our Dramatic Club was under way. Everyone was enthusiastic, but what to do with seventy "leading ladies?" Meetings, pro tem, were to be once a week during co-curricular period. Our plan, during the first semester, was to study the background of the theatre, briefly,

stage directions, and a bit about lighting and costuming, to enable each student to take these responsibilities for at least one play. This was accomplished by student lecture, after research, discussion, and demonstration of the "right and wrong of it."

By November we had lost only ten members and plans were now discussed on how to get sixty girls participating in some form of play production with one teacher-director-critic. The answer was student producers, directors, critics, stage managers, and costumers under teacher supervision.

Skepticism is not normally a characteristic of mine, but to say that I was skeptical of our little adventure is a gross understatement. I was downright frightened and felt that I could never manage four or five or maybe six one-act plays at the same time! I had never done it before. I had had other things to do. You can readily see that I had already forgotten that the students were to do it.

Students volunteered for work in directing, staging, costuming, lighting, or acting. We divided into three groups of twenty each, having about an equal number of personnel from each of the above fields. Where we had only one or two volunteer directors in a group, they naturally inherited the job.

If "extra" directors were in one section, the group voted on a director and co-director. The same rule held for the other jobs except acting. Each director held try-outs on a given day with the teacher present. Actresses were selected who were best suited for a given role.

I attended meetings and special practices alternately. Although suggestions and criticisms were needed, I mostly admired and enjoyed the fine work accomplished. The insight and initiative of the students, the cooperation of the actresses working "under" their directors was amazing.

We ran the gamut of the one-act play repertoire, sometimes including one act from a longer play. Comedy, tragedy, and religious drama claimed our attention, and each group had the opportunity to produce two of the three types. From such light comedies as "Between Dances," "My Cousin from Sweden," and "Thursdays at Home," we progressed to the trial scene from "Merchant of Venice," "Summons from Sarel," and "Jeanne D'Arc."

No Helen Hays or Grace Kelly appeared among us, but we did improve general speech, poise, posture, confidence, and appreciation of the theatre. More than this, we had a wonderful time learning to accept responsibility, and to live and cooperate with others—and like it.—Sister M. Arthemise, O.P., St. Theresa High School, Detroit, Michigan

NOON HOUR ACTIVITIES ARE POPULAR

Ours is a junior high school of approximately 900 students. Like many other schools, we are crowded in some areas, and our facilities are becoming more taxed with each new semester. Our cafeteria is especially congested and it has been necessary to develop a noon hour program which will make it possible for our limited facilities to be used with the greatest possible efficiency.

We think that we have found a solution to the problem, and at the same time we have added a new, much needed activity to our program. Some of the ideas for noon activities originated with administration or faculty members. Other suggestions and ideas have come from students themselves, suggested by home rooms to their student government representatives or planned by the student government as a group.

Since our cafeteria can care for approximately one-half of the student body which normally remains for lunch, various student sponsored activities have been provided for those students who are waiting to eat with the second groups, or for those who have eaten and still have time remaining.

The students have not been arbitrarily divided into two lunch groups; instead, the decision is their own. If the cafeteria line is long, students decide for themselves to spend the first half of the period in one of the activities and have lunch later.

Movies are provided in the school auditorium, and the same program is shown twice—each showing taking one-half the lunch period. In this way, each day's movie program is made available to every student who might wish to see it.

Students, who have volunteered for an entire semester, sell tickets and usher, while other selected students operate professional type projectors. The only faculty supervision is given by a teacher who coordinates the activities of these students.

Noon dancing or outdoor activities are also provided, depending upon the weather. The student government provides the records for dancing, and sees that they are rotated or replaced as necessary.

When outdoor activities are part of the program, students check out equipment from the gym, and organize their own games and teams. In this manner, much pressure is taken from the halls and other congested areas, while the art of socializing is made an integral part of our curriculum.

Most recently, the student government has conceived the idea of operating a noon-time study hall, to be open daily and to be administered entirely by student government members. Official

advice and approval was sought and the study hall opened on a trial basis. Each of the few rules was carefully thought out, and a student proctor assigned. Now the study hall has become a permanent part of our noon program.—Donald R. McNee, Parcello Junior High School, Grosse Pointe, Michigan

REPORT OF A SCHOOL CAMPING ACTIVITY

Michigan was one of the first states to recognize school camping as an important part of the school curriculum. Each year increasing numbers of classroom teachers vigorously plan with their pupils a two to ten day camp experience during the school year. The choice of camps is wide. Some groups prefer a site near home, others may cross the state for new lands to conquer.

There are available two established school camps, operated by the Battle Creek and Dearborn Schools, with permanent staffs to serve as resource persons. There are also many Scout, YMCA, and church camps, and those operated by the state parks, which are brought into a year-round use by school classes.

One fifth grade class began in September to plan for camp. They invited sixth graders, who had been to camp the year before, to share some of their camp experiences with them. The class learned that camp would probably cost each pupil \$7.00 to \$10.00, that the teacher would need other adults to help, that plans should be made for clothes to wear, amounts and kinds of food needed, activities at camp, etc.

Camp was discussed for several days with family, friends, and classmates. Then the class made a list of the different kinds of things they needed to know more about. Each pupil selected the one item on the list he was most interested in, and in this way committees were formed for study of each problem. Some of the camp committees were: finance, food, clothing, rules, program, and camp site.

As the committees worked together and became more interested in their area of study, they decided to stay in the same committees until camp was over. The camp site committee wrote letters for information about state, Scout, and other camps. They studied the map of Michigan, and estimated mileage from the school to various camps. They inquired of the principal what help in transportation was available from the school system. Finally they decided to have a look at the two camps which sounded most interesting to them. Parents and the teacher accompanied them on a Sunday afternoon to visit the camps.

The entire class had previously given suggestions of things to look for in the way of beds, cooking equipment, sanitation facilities, lake or

stream, size of indoor and outdoor play area, etc. Later this committee wrote to the director of the camp they chose to learn the name of the nearest doctor, who might come to the camp in an emergency.

The entire class felt the camping spirit move when the site had been decided upon. The program committee planned a couple of hikes to points of interest described by the site committee, and began to fill in each activity period for the week at camp. They worked out a schedule, which was duplicated in the office, and gave a copy to each class member. The food committee found they needed to know a great deal about the kinds of food fifth graders need, and used the library books, other teachers, the cafeteria manager, and a mother for this knowledge.

The whole group worked on a "basic foods" unit. They made posters and kept diet charts for a week, to use as guides in meal planning. When the menus were planned, there were many hours spent with food lists, recipe books, quantity charts, and food ads from the newspaper. This group determined, with help from resource persons, which foods could be purchased weeks before camp, and which (perishables) would have to be bought from a store near the camp.

This class lived "camp" for six months before they arrived at camp in April, and talked about it afterward until the end of school. The detail of their plans before camp helped them to have a successful week at camp, and inspired many activities in spelling, arithmetic, reading, geography, art, health and safety, etc., throughout the entire year.—Ruth Heppel, formerly Counselor at Clear Lake Camp, Dowling, Michigan

Comedy Cues

Aw Wuh!

The Pittsburgh suburban paper reported recently that "Mrs. Jones let a can-opener slip last week and cut herself severely in the pantry."—Ex.

A Texas Worm

A draftee from Brooklyn was on maneuvers in the heart of the rattlesnake country. Wandering off by himself, he came back to his squad displaying several rattlesnake rattles.

"Where did you get those?" one of his alarmed buddies inquired.

"Oh," said the lad from Brooklyn, "I took 'em off some big worms over there."—Ex.

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